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ABSTRACT

This report presents three needs assessment survey models that are designed to improve the process of teacher evaluation. The surveys, which were field tested in a large urban school district, address ways administrators can qualitatively differentiate between "good" and "excellent" teaching, or "poor" and "unsatisfactory" teaching, and be able to improve teaching performance within the evaluation process. The "Garland Administrator Needs Assessment Survey" focuses on evaluation techniques employed by individual supervisors. The Likert-scaled 42-item questionnaire includes topics that range from the nature of preobservation conferences to the types of narrative comments given the teacher. The organizational and social climate of the school or district is evaluated in the "Administrator Attitudes Questionnaire," which is a Likert-scaled 53-item survey. The questions relate to the nature of teacher meetings, the enforcement of school rules, the establishment of job security, and the kinds of teamwork activities. Additionally, the instrument gauges personal attitudes regarding opportunities for growth and professional development. The "Administrator Needs Assessment Open Ended Questions" is a follow-up model to the two survey instruments. Ten open-ended questions encourage supervisors to give their professional views of the evaluation instrument used in their district, the data collection methods used during observations, and the kinds of inservice workshops they believe would be helpful in teacher evaluation. The three instruments, which are appended, comprise three-fourths of the report. (Author/CJH)

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NEEDS ASSESSMENT MODELS FOR ADMINISTRATORS AND SUPERVISORS OF THE TEACHER EVALUATION PROCESS

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NEEDS ASSESSMENT MODELS FOR ADMINISTRATORS AND SUPERVISORS OF THE TEACHER EVALUATION PROCESS

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The effectiveness of the teacher evaluation process in any school or district depends on several factors, including the supervising administrator's attitudes as well as the nature of the observation instruments being used. It is still feasible for evaluators to improve teaching performance in school districts which mandate the use of checksheet type rating scales. Under contract conditions where administrators are compelled to use these poorly designed evaluation forms, supervisors can still qualitatively differentiate between "good" and "excellent" teaching, or between "poor" and "unsatisfactory" teaching.

In a large urban public school district under study, the superintendents, headmasters, and principals are beginning to address the problem of ineffective or weak evaluations of teacher performance. Administrators of this system have no discretion in the selection of evaluation instruments. Under the provisions of the teachers' contract, a specified "performance evaluation form" must be used with three possible ratings, "unsatisfactory," "satisfactory," and

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"excellent." Diagnostic and prescriptive narrative comments are only required for ratings of "unsatisfactory." Most teachers are being checked off as "excellent" in nearly all of the six performance categories given on the form.

The supervising administrative department heads of one high school have been selected by their headmaster as the initial target group for this research activity. These department chairs completed the "Garland Administrator Needs Assessment Survey" (Appendix 1), the "Garland Administrator Attitudes Questionnaire" (Appendix 2), and the "Garland Open Ended Questions" (Appendix 3).

The "Garland Administrator Needs Assessment Survey" is a Likert scaled forty-two item questionnaire which focuses on the evaluation techniques employed by the individual supervisors. Questions range from the nature of the pre-observation conferences to the the types of narrative comments given the teacher. The department chairs also indicated how they were using the rating scales of the performance evaluation form.

The "Administrator Attitudes Questionnaire" (Appendix 2) is a Likert scaled fifty-three item survey. The organizational and social climate of the school or district is evaluated through questions relating to the nature of teacher meetings, the enforcement of school rules, the establishment of job security, and the kinds of team work activities. Personal attitudes regarding opportunities for growth and professional development are also guaged.

The "Administrator Needs Assessment Open Ended Questions" (Appendix 3) is a follow-up to the aforementioned surveys. Supervisors are encouraged to give their professional views of the evaluation instrument used in their district, the data collection methods used during observations, and the kinds of inservice workshops they think would be helpful in the area of teacher evaluation.

Research on the evaluation process of this particular school is in its initial stages. After the needs assessment results were tabulated, the administrators met with a facilitator to discuss the findings. This meeting focused on the department chairs' attitudes and the limitations of the currently used evaluation instrument. Future workshops are scheduled to deal with specific strategies in observing, collecting, and reporting data.

Administrative leadership is the key factor in a school or district's evaluation process. Appropriate supervision should result in improved teacher performance and student learning. These needs assessment models measure evaluation techniques and skills as well as organizational climate, thus contributing to effective supervision and productive teaching.

(Appendix 1)

GARLAND ADMINISTRATOR NEEDS ASSESSMENT SURVEY

Please respond to these questions only in terms of the experiences in your current administrative position. Circle the appropriate number on the five point scale that most closely represents your attitude.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I often visit classrooms to observe teaching.	1	2	3	4	5
2. I have pre-observation conferences with my teachers.	1	2	3	4	5
3. I have follow-up discussions to observations.	1	2	3	4	5
4. Mutual goal setting is part of the evaluation process I use.	1	2	3	4	5
5. I can effectively measure creative teaching areas.	1	2	3	4	5
6. The evaluation instrument I fill out is a satisfactory tool.	1	2	3	4	5
7. I have control over content areas taught in my dept.	1	2	3	4	5
8. I have control over teaching techniques in my dept.	1	2	3	4	5
9. I am able to effectively improve unsatisfactory teachers.	1	2	3	4	5
10. I generally rate my teachers as "unsatisfactory."	1	2	3	4	5
11. I generally rate my teachers as "satisfactory."	1	2	3	4	5
12. I generally rate my teachers as "excellent."	1	2	3	4	5
13. I have no difficulty writing diagnosis and prescription.	1	2	3	4	5

14. I give teachers help in solving classroom problems.	1	2	3	4	5
15. I often write narrative comments in the evaluation.	1	2	3	4	5
16. The evaluation process is for teacher development.	1	2	3	4	5
17. The evaluation process is for accountability purposes.	1	2	3	4	5
18. I spend the same time observing each of my teachers.	1	2	3	4	5
19. I use peer coaching or master teachers.	1	2	3	4	5
20. I am well trained to evaluate my teachers.	1	2	3	4	5
21. I have enough time to schedule conferences and visits.	1	2	3	4	5
22. I have enough time for narrative comments on reports.	1	2	3	4	5
23. I have incompetent teachers I am responsible for.	1	2	3	4	5
24. I write a lot on reports of incompetent teachers.	1	2	3	4	5
25. "Teachers helping teachers" is a realistic concept.	1	2	3	4	5
26. My evaluations are fair and consistent.	1	2	3	4	5
27. Teachers view me as a "helper."	1	2	3	4	5
28. Teachers view me as an "adversary."	1	2	3	4	5
29. Teachers know the evaluation criteria.	1	2	3	4	5
30. The narrative comments I write are subjective.	1	2	3	4	5

31. I have open communication with my teachers.	1	2	3	4	5
32. I give written comments within a week of a visit.	1	2	3	4	5
33. I am well trained in observation skills.	1	2	3	4	5
34. I am committed in time and energy to doing evaluations.	1	2	3	4	5
35. My most senior teachers get more "excellent" ratings.	1	2	3	4	5
36. My most junior teachers get more "unsatis." ratings.	1	2	3	4	5
37. I have teachers who will not cooperate with me.	1	2	3	4	5
38. I postpone observations until the end of the year.	1	2	3	4	5
39. My teachers' questioning techniques need improving.	1	2	3	4	5
40. When I observe, I spend the entire class period.	1	2	3	4	5
41. I write up reports on unannounced visits.	1	2	3	4	5
42. I spend the same time on non-tenured and tenured teachers.	1	2	3	4	5

(Appendix 2)

GARLAND ADMINISTRATOR ATTITUDES QUESTIONNAIRE

Please respond to these questions only in terms of the experiences in your current administrative position. Circle the appropriate number on the five point scale that most closely represents your attitude.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1. I have much in common with the staff at my school.	1	2	3	4	5
2. There is a lack of supplies and teaching materials.	1	2	3	4	5
3. I keep most of my thoughts on the school to myself.	1	2	3	4	5
4. My superiors are personally concerned about me.	1	2	3	4	5
5. I am associating with other administrators more often.	1	2	3	4	5
6. I consider myself an ambitious person.	1	2	3	4	5
7. I worry that administrating is hardening me emotionally.	1	2	3	4	5
8. I frequently feel at the end of my rope in my duties.	1	2	3	4	5
9. I have been active in competitive athletics.	1	2	3	4	5
10. There are an excessive number of teacher meetings.	1	2	3	4	5
11. I think a great deal about my problems.	1	2	3	4	5
12. Administrative enforcement of school rules is consistent.	1	2	3	4	5
13. I sleep well on school nights.	1	2	3	4	5
14. Most people are generally truthful.	1	2	3	4	5
15. I feel mentally exhausted at the end of the day.	1	2	3	4	5

16. I understand and accept the goals of my school.	1	2	3	4	5
17. I consider myself to be self-confident.	1	2	3	4	5
18. I have an optimistic view of the school I am in.	1	2	3	4	5
19. Most people outside the school respect me.	1	2	3	4	5
20. I positively influence my students' lives.	1	2	3	4	5
21. I resent the teachers I am working with.	1	2	3	4	5
22. In my spare time I want to be with other people.	1	2	3	4	5
23. There is a lack of job security.	1	2	3	4	5
24. I feel physically exhausted at the end of a school day.	1	2	3	4	5
25. I help students with extra-curricular activities.	1	2	3	4	5
26. I have made many friends at the school.	1	2	3	4	5
27. I feel inferior in telling others I'm an administrator.	1	2	3	4	5
28. The world is loving and kind, not cruel and heartless.	1	2	3	4	5
29. I have a close understanding with a partner or friend.	1	2	3	4	5
30. I often get together socially with other administrators.	1	2	3	4	5
31. I am involved in a teamwork activity.	1	2	3	4	5
32. I have increased use of cigar-ettes, alcohol, or drugs.	1	2	3	4	5
33. Some students blame me for some of their problems.	1	2	3	4	5
34. I am over-extended with too many teachers assigned to me.	1	2	3	4	5

35. I have much in common with my teachers.	1	2	3	4	5
36. My salary is adequate for the amount of work I do.	1	2	3	4	5
37. There is extensive student vandalism in the building.	1	2	3	4	5
38. I am often faced with meaningless, extensive paperwork.	1	2	3	4	5
39. I feel satisfied with life in general.	1	2	3	4	5
40. There is lack of adequate planning time.	1	2	3	4	5
41. Students threaten teachers with personal violence.	1	2	3	4	5
42. I am satisfied with opportunities for personal growth.	1	2	3	4	5
43. I feel that I resent the teachers I evaluate.	1	2	3	4	5
44. I am spending less time on planning activities.	1	2	3	4	5
45. I share comradeship with other administrators.	1	2	3	4	5
46. I experience increased irritability and fatigue.	1	2	3	4	5
47. With more teachers assigned me, I am more distant.	1	2	3	4	5
48. There is a lack of parental support.	1	2	3	4	5
49. Teachers often come to me for extra help.	1	2	3	4	5
50. More than one person evaluated me during the school year.	1	2	3	4	5
51. I feel emotionally drained at the end of the day.	1	2	3	4	5
52. My superiors give me direct feedback on job performance.	1	2	3	4	5
53. There is good administrator morale in the school.	1	2	3	4	5

(Appendix 3)

GARLAND ADMINISTRATOR NEEDS ASSESSMENT OPEN ENDED QUESTIONS

1. How frequent do you think your observations should be?

2. What techniques do you use to help teachers improve?
   Are there obstacles to helping them?

3. Do you schedule visits throughout the academic year?

4. What problems, if any, do you have with the evaluation form?

5. How can the evaluation process as a whole be improved?

6. What are the general types of narrative comments you make on the form?
   Do you tend to write more in relation to certain sections?

7. What do you feel you can do to foster excellence in your teachers?

8. During your observations, what types of data do you collect?

9. What types workshops, if any, do you think would be helpful in the area of teacher evaluation?

10. In what areas, if any, do you believe your teachers are in the greatest need of additional training?

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TITLE: NEEDS ASSESSMENT MODELS FOR ADMINISTRATORS AND SUPERVISORS OF THE TEACHER EVALUATION PROCESS

ABSTRACT:

How can administrators qualitatively differentiate between "good" and "excellent" teaching, or between "poor" and "unsatisfactory" teaching? How can supervisors improve teaching performance within the evaluation process? These important issues can be addressed through three new needs assessment surveys, already field tested in a major urban school district.

The "Administrator Needs Assessment Survey" (Appendix 1) focuses on the evaluation techniques employed by the individual supervisors. Questions range from the nature of the pre-observation conferences to the the types of narrative comments given the teacher.

The organizational and social climate of the school or district is evaluated through the "Administrator Attitudes Questionnaire" (Appendix 2). Questions relate to the nature of teacher meetings, the enforcement of school rules, the establishment of job security, and the kinds of team work activities. Personal attitudes regarding opportunities for growth and professional development are also guaged.

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